



Clover Junior High

1555 Hwy 55 East
Clover, SC 29710

Grades	7-8 Middle School	
Enrollment	948 Students	
Principal	Mark S. Hopkins	803-810-8300
Superintendent	Dr. Marc Sosne	803-810-8006
Board Chair	Steve Brown	803-222-9274

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Average
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

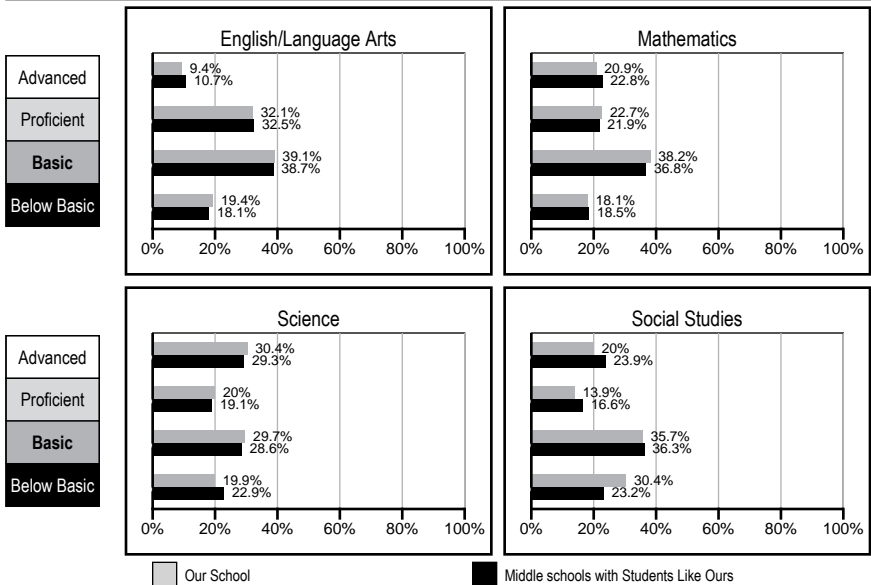
92.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	9	0	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.0	95.9
English 1	95.8	95.5
Physical Science	0	50.0
All Subjects	96.9	95.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=948)				
Students enrolled in high school credit courses (grades 7 & 8)	21.6%	Up from 0.0%	34.1%	19.4%
Retention rate	0.8%	Down from 2.7%	0.9%	1.8%
Attendance rate	95.8%	Up from 95.6%	96.6%	95.8%
Eligible for gifted and talented	27.9%	Up from 25.4%	27.6%	15.3%
With disabilities other than speech	9.5%	Up from 7.0%	8.9%	12.9%
Older than usual for grade	2.0%	Up from 1.8%	0.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	54.8%	Up from 51.6%	59.4%	55.0%
Continuing contract teachers	71.0%	Up from 48.4%	76.7%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	1.6%	5.4%
Teachers returning from previous year	74.6%	Down from 78.1%	86.3%	83.4%
Teacher attendance rate	95.3%	Down from 95.5%	95.2%	94.9%
Average teacher salary	\$43,096	Up 0.9%	\$45,980	\$44,706
Professional development days/teacher	14.8 days	Down from 15.0 days	12.3 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	7.0	3.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 23.0 to 1	23.0 to 1	20.1 to 1
Prime instructional time	88.9%	Down from 89.6%	90.1%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,749	Up 5.5%	\$6,571	\$7,097
Percent of expenditures for instruction*	58.9%	Down from 60.9%	64.9%	64.4%
Percent of expenditures for teacher salaries*	56.3%	Down from 58.5%	60.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Serving more than 950 seventh and eighth grade students, Clover Junior High School operates under the middle school concept. Each grade level is comprised of interdisciplinary teams, and students explore the arts, technology, physical and health education. These small learning communities enable students and teachers to develop relationships as well as allow teachers to define, understand, and meet student needs more effectively. These learning communities are founded on high expectations and rigor.

Clover Junior High School has partnered with the Southern Regional Education Board (SREB) to implement the Middle Schools that Work framework for improvement. We continue existing partnerships with NorthWest Education Association (NWEA) to provide diagnostic testing and remediation software used in our SOAR academic assistance classes, and with the South Carolina Algebra Project (SCAP) to bring Agile Mind to our Algebra curriculum. This engaging, technology-based math resource is an exciting addition to our math curriculum

A full array of competitive athletics and fine arts are offered at CJHS. Sixteen sports teams represent our school and community in a county-wide middle school athletics league. Our fine arts program, including band, chorus, and dance, is second to none in South Carolina as evidenced by superior ratings and awards at state festivals.

Our guidance department, which includes a peer mediation program, is expanding efforts in student recognition and involvement to better meet the needs of our students and to create a culture of responsibility and care in our school. Our school strives to serve the whole child to lead them to achieve academic success and to understand social responsibility.

Mark Hopkins, Principal
Gretchen McCarter, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	432	153
Percent satisfied with learning environment	96.0%	72.1%	83.0%
Percent satisfied with social and physical environment	96.0%	79.0%	80.8%
Percent satisfied with school-home relations	89.8%	83.7%	77.0%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	945	100	21.2	39.1	33	6.7	50.1	61.8	48.2	Yes	Yes
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Gender											
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Male	497	100	28.4	41.8	25.7	4.2	40.3	54.7	41.7	N/A	N/A
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Female	448	100	13.3	36	41.2	9.5	60.9	69.2	55	N/A	N/A
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Racial/Ethnic Group											
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White	793	100	18.4	40.3	34.2	7.1	52.3	64.7	60	Yes	Yes
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African American	108	100	43.3	32.7	21.2	2.9	31.7	38.7	31.7	No	Yes
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Asian/Pacific Islander	16	100	0	37.5	43.8	18.8	68.8	69.8	70.4	I/S	I/S
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Hispanic	22	100	36.8	31.6	31.6	0	36.8	55.6	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status											
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Disabled	89	100	77	21.8	1.1	0	4.6	18.9	16	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	15	100	21.4	28.6	50	0	50	54.4	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	278	100	40.8	37.7	18.9	2.6	30.6	41	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	945	100	18.6	42.2	20.1	19	51	63.3	45.8	Yes	Yes
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Gender											
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Male	497	100	22.5	39	19.4	19	48.6	63.2	45.6	N/A	N/A
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Female	448	100	14.2	45.8	20.9	19.1	53.7	63.4	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	793	100	17.3	41	20.9	20.8	54.4	66.6	59	Yes	Yes
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African American	108	100	31.7	51	11.5	5.8	26	37.2	26.9	No	Yes
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Asian/Pacific Islander	16	100	0	25	50	25	75	72.1	71.3	I/S	I/S
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Hispanic	22	100	21.1	68.4	10.5	0	21.1	55.6	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status											
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Disabled	89	100	65.5	27.6	6.9	0	12.6	23.7	17.1	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	15	100	14.3	42.9	28.6	14.3	50	56.1	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	278	100	32.8	44.5	14.3	8.3	30.2	44.1	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	722	100	19.9	29.8	19.9	30.5	50.4	53.5	35.7	95.8	96.3
Gender											
Male	390	100	24.1	30.8	16.7	28.4	45.1	52.1	37.4	95.6	96.3
Female	332	100	14.9	28.6	23.6	32.9	56.5	54.9	33.8	95.9	96.3
Racial/Ethnic Group											
White	611	100	17.5	29.6	21	31.8	52.9	57.2	49.2	95.6	96.2
African American	79	100	41.6	32.5	13	13	26	23.5	17	96.4	96.7
Asian/Pacific Islander	11	100	0	18.2	36.4	45.5	81.8	60.7	58	97.5	97.2
Hispanic	16	100	23.1	38.5	0	38.5	38.5	39.6	24.9	96.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.2	95.2
Disability Status											
Disabled	69	100	62.3	26.1	10.1	1.4	11.6	21	14	94.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	97.2	97.3
Socio-Economic Status											
Subsidized meals	218	100	37.3	33.5	12.3	17	29.2	32.5	21.1	94.2	95.3

Social Studies

All Students	720	100	30.4	35.7	13.9	20	33.9	47.4	34	95.8	96.3
Gender											
Male	372	100	32.2	31.1	12.9	23.8	36.7	50.7	36.6	95.6	96.3
Female	348	100	28.5	40.5	15	15.9	30.9	44	31.3	95.9	96.3
Racial/Ethnic Group											
White	607	100	29.3	35.5	14.1	21.1	35.2	49.4	44.5	95.6	96.2
African American	77	100	42.5	39.7	9.6	8.2	17.8	28.8	19.1	96.4	96.7
Asian/Pacific Islander	15	100	0	53.3	13.3	33.3	46.7	60	58.9	97.5	97.2
Hispanic	15	100	57.1	14.3	21.4	7.1	28.6	40.9	27.5	96.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.2	95.2
Disability Status											
Disabled	73	100	70.4	25.4	2.8	1.4	4.2	14.7	14.4	94.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	25	41.7	8.3	25	33.3	44.7	27.3	97.2	97.3
Socio-Economic Status											
Subsidized meals	206	100	47.7	36.4	6.7	9.2	15.9	28.4	21	94.2	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	431	99.8	23.4	33.5	38.6	4.6	43.1
	8	455	99.6	23.3	44	29.3	3.5	32.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	497	100	20.6	38.5	35	5.8	40.8
	8	448	100	21.9	39.6	30.8	7.7	38.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	431	99.8	16.9	41	18.3	23.9	42.2
	8	455	99.8	25.1	46.2	17.5	11.3	28.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	497	100	13.1	38.8	19.8	28.3	48.1
	8	448	100	24.7	46.2	20.5	8.6	29.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	431	99.8	26.5	34.2	18.1	21.2	39.3
	8	226	100	29.2	41.6	15.5	13.7	29.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	497	100	19.8	31	19	30.2	49.2
	8	225	100	20.1	26.9	21.9	31.1	53
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	431	99.1	31.8	36.2	13.1	18.9	32
	8	229	99.6	27.3	60.6	6.9	5.1	12
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	497	100	32.5	31.3	12.1	24.2	36.3
	8	223	100	25.7	45.7	18.1	10.5	28.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample